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ABSTRACT

This report describes major issues in teaching and current initiatives and proposals to strengthen teaching in New York State. An overview is presented of state action and local projects aimed at teacher improvement in the areas of: (1) recruitment and preservice teacher education; (2) teacher certification; (3) staff development and other improvements in the conditions of teaching; (4) recognition of outstanding teachers and programs; (5) evaluation of teaching personnel; and (6) professional discipline. A discussion of action in each area includes a description of how a need for change in the area was identified; the purpose of proposed actions; a desciption of what action was taken; what, if any, outcomes there have been; and the costs involved. (JD)

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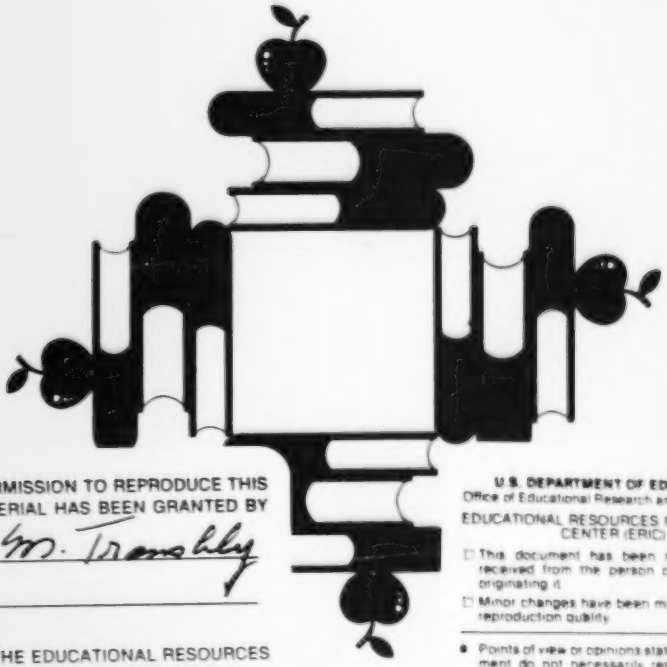
Strengthening Teaching

A Review of Issues and Programs in New York State



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The University of the State of New York/THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

September 1986

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A Review of Issues and Programs
in New York State

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
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September 1986

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Foreword

States across the United States have increased standards for student performance. New York State has been a leader in this movement with its Regents Action Plan to Improve Elementary and Secondary Education Results in New York. Requirements resulting from this action plan are, for example, increased course requirements for all students in mathematics, science and foreign languages and competency testing requirements in science, American history and government, and global studies in addition to the current examination requirements in reading, writing and mathematics.

Improvements in achievement do not occur without cost. As standards have been raised, the educational system has been stressed—strengths of the system have thrived under the increased pressure but weaknesses have become more apparent. Teachers, as the key to the achievement of students, have drawn considerable attention. Intense public scrutiny of teachers for the purpose of improving student outcomes has increased public awareness of the need to support the teaching profession in a never ending quest for excellence. This scrutiny has resulted in the identification of several problem areas: fewer people are being trained as teachers; more able teachers are leaving the profession for other fields; and the conditions of teaching paint a bleak picture including low salaries, high stress, low public regard, and little decision making power.

This report describes the many ongoing initiatives that currently exist to strengthen the teaching profession in New York State. This is done in order to view collectively the many activities that are occurring simultaneously for the purpose of analyzing what is working and what needs to be done or changed. The report may also serve to inform teachers, prospective teachers and the public about opportunities available to teachers.

The Regents have long been aware of the need to strengthen teaching. The Regents Teaching As a Profession project, started in 1972, supported several initiatives that only recently are being implemented because of increased public awareness and acceptance of the need to

support the teaching profession in its quest for improvement: increased support for inservice education; mandated annual local performance review of professional school district personnel; a mentor-intern program for first year teachers; and statewide examinations for the provisional certification of teachers.

I am sure the reader will be surprised at the variety and quality of activity that is occurring to strengthen the teaching profession. This is a reminder to us all that teaching is a profession that is striving for improvement. This publication therefore is also intended to make us aware of what is positive in teaching and to make us proud of teachers in New York and the United States.

GORDON M. AMBACH

Contents

Strengthening Teaching in New York State 1

Issues of Strengthening Teaching 4

Current Initiatives to Strengthen Teaching 8

Recruitment and Preservice Education 9

Empire State Challenger Scholarships and Fellowships for teachers 9

State Education Department approval of teacher education programs 10

Statewide review of master's degree programs in elementary education 11

Higher education-school efforts to recruit school personnel 12

Teacher Certification 13

Certification of teachers and administrators 13

Interstate Certification Project 14

Statewide examinations for teachers and administrators 15

Teaching as a licensed profession proposal 16

Certification review proposal 17

Staff Development and Other Improvements in the Condition of Teaching 17

Increased teacher salaries 17

Mentor Teacher-Internship Program 18

Teacher Summer Business Training and Employment Program . 19

Special education training resource centers 20

Teacher resource and computer training centers 21

Activities for occupational education teachers 21

Effective Schools Consortia Network 23

Community-based cultural education 24

Higher education-school linkages to upgrade teacher skills 25

Adoption of validated programs 26

Humanizing Experience Conference 27

Fifth Grade Writing Project and Elementary Science Project . . . 28

Annual statewide conferences on inservice education 29

Center for Learning Technology staff training program 30

Early Grade Intervention Program 31

School conduct and discipline 32

Sex equity in education to expand student career options: Project VOICE 33

Eliminating sex bias in vocational education: Project MOVE . . . 34

Survey of school district business management practices 35

Staff development for grades prekindergarten through three . . . 36

Arts in Education Conference 37

Staff development proposal 38

Declassification Support Services Program 39

Recognition of Outstanding Teachers and Programs 40
"Teacher of the Year" 40
Elementary and secondary school recognition programs..... 41
Identification of effective Chapter 1 projects..... 42
Educational conferences 43

Evaluation of Teaching Personnel 44
Annual local review of professional performance..... 44

Professional Discipline 45
Professional discipline for employment purposes 45
Professional discipline for certification purposes..... 45
Professional discipline proposal 46

Strengthening Teaching in New York State

During the past few years, the Board of Regents and the State Education Department have taken significant steps to improve the quality of education in New York State. Because student competency is the paramount goal of the education system, action has been targeted on strengthening pupil performance in elementary and secondary education. These measures are directly related to improvement in several key indicators that show how well the system is working:

- The percentage of New York State high school graduates going on to postsecondary schooling has increased steadily during the last five years from 69.7 percent in 1981 to 73.3 percent in 1985.
- New York State students in grades 4, 8, and 11 achieved generally better results in reading and writing than their counterparts nationwide, according to a concurrent assessment completed in cooperation with the National Assessment of Educational Progress during 1985.
- The percentage of students awarded Regents diplomas increased from 43.8 percent in June 1982 to 48.1 percent in June 1985.
- New York's college-bound seniors earned higher average scores than seniors nationwide on each of the 14 College Board achievement tests. The difference was as large as 37 points in biology and was 18 points on all tests combined.
- Although New York had only 7.5 percent of the nation's high school graduates in 1985, New York students represented 15.7 percent of the Advanced Placement examinations written nationally, accounted for 12.8 percent of the commended students in the National Merit Scholarship competition, and comprised 49.7 percent of the honors group and 37.5 percent of the winners in the Westinghouse Science Talent Search. New York led all other states in each of these programs.

While it is apparent that positive change is occurring, a number of social and economic developments sustain the need for continued measures to improve the effectiveness of our schools:

- New York State's share of children (age 5 to 17) in poverty is disproportionately higher than children in poverty nationwide. In New York State, 12.2 percent of children were in poverty in 1970; by 1980 that figure had risen to 17.9 percent; and by 1984 it was

23 percent. Nationwide, 14.8 percent of children were in poverty in 1970; 15.3 percent in 1980; and 20.3 percent in 1984.

- The unemployment rate for youth (age 16 to 24) remains significantly higher than the total New York State unemployment rate. In 1980 the average New York State unemployment rate was 7.1 percent; the youth employment rate was 14.8 percent. By 1985 the average State unemployment rate was 7.0 percent; the youth unemployment rate was 13.3 percent.
- New York has felt the effects of shifts in its economy. Between 1970 and 1986 the State experienced a decrease of 497,000 manufacturing jobs. During the same time period, there was significant growth in other sectors of the State's economy. Jobs in the service sector increased by 698,000; jobs in the wholesale and retail trade sector increased by 188,000; and jobs in the finance, insurance and real estate sector increased by 131,000.
- Teacher salaries have eroded 23 to 30 percent in real purchasing power over the past ten years for teachers with ten years of experience or less.
- Although teacher shortages exist or are projected in parts of the State in mathematics, science and foreign languages, fall 1984 undergraduate enrollment in mathematics education represented only 4.9 percent of total enrollment in teacher training programs, science represented 3.7 percent and foreign languages 1.7 percent of 13 major subject areas for teacher training programs.

Recognizing the complexity of the problem, the Regents and the State Education Department have taken a comprehensive approach toward the strengthening of pupil performance which involves a number of interconnected steps. This approach focuses on the three major components of the education system: the students, the educational programs, and teaching.

This report examines one of these major components of the education system: teaching. The emphasis in teaching is primarily on teachers as the direct providers of educational services to students. Secondary emphasis is placed on administrators who also contribute to the pupil performance results of education and to the ability of teachers to perform their jobs in the administrative functions of school management that they perform.

The predominant issues related to strengthening teaching are presented in the following section. These issues are not discrete but over-

lap considerably. The third section includes a brief description of many of the current initiatives and fully developed proposals related to strengthening teaching with which the New York State Education Department is involved. Both the issues section and the initiatives and proposals sections are, where possible, organized according to the sequence through which teachers and administrators progress from preservice through inservice experiences.

Issues of Strengthening Teaching

Supply of Teachers

As fewer people enter teaching, the teaching work force is aging. As the children of the "baby boom" generation begin to enter school and as teachers retire at a greater rate we can anticipate a growing inability of the supply of teachers to meet the demand of schools (Carnegie Forum, 1986). Furthermore, if we do not have adequate numbers of teachers, it becomes more difficult to improve teaching, the curricula teachers teach, or the performance of pupils (Darling-Hammond, 1984). National research shows critical and growing shortages of teachers in certain subject areas such as mathematics, science and foreign languages and in schools with high concentrations of disadvantaged students, as well as the inevitability of a general teacher shortage in the future, if current trends continue.

Recruitment

Closely tied to the issue of teaching shortages is that of the recruitment of talented individuals to the profession of teaching. Research shows that teaching has not attracted its share of talented students, as measured by standardized tests, and among those who do teach, it is the more talented teachers who are likely to leave the profession (Carnegie Forum, 1986; Darling-Hammond, 1984). Issues concerning recruitment involve how identified groups can intervene to change current career patterns in ways that would strengthen the recruitment of talented individuals to the teaching profession: representatives of institutions of higher education with teacher education programs; local school districts including teachers themselves; and State policy makers. Other issues concern how to recruit underrepresented groups, such as minorities, to teaching and how to strengthen recruitment for certain teaching fields, such as mathematics and science.

Preservice Education

National research on the preservice preparation of teachers in teacher education programs of institutions of higher education reports that few programs have well-defined, much less rigorous standards for

admission, and do not require high school rank or grade point average nor the Scholastic Aptitude Test nor the American College Test scores for acceptance into teacher education (Feistritzer, 1984). A recent national report recommends the abolition of the undergraduate education major entirely (Holmes Group, 1986). The report of the National Commission for Excellence in Teacher Education (March 1985) confirms several criticisms of teacher education programs: the quality of teacher education programs has been widely criticized, as has their poor performance in setting and enforcing standards; control over teacher education has been criticized as being too scattered; and teacher education has been treated as a lowcost program in colleges and universities. (One of the ways in which states, like New York, are addressing this concern is through the registration of teacher education programs; a process that both strengthens standards and improves program quality.)

Standards for Practice

Issues related to the standards for the practice of teaching include: certification requirements and the extent to which certification requirements reflect academic and experiential training that is commonly considered necessary for competent teaching; the establishment of a method of evaluating teaching personnel for practice independent of the evaluation of these individuals by those who train and educate them; and the effect standards for practice may have on the supply of teachers. As the demand for teachers becomes greater than the supply, some worry that states may respond by waiving established practice standards, thus threatening the quality of the teaching work force (Carnegie Forum, 1986). (New York State is exploring the issue by reviewing the requirements for awarding temporary licenses.)

Inservice Education

The literature on teaching discusses many problems for which inservice education can offer assistance: lack of knowledge or experience in specific subject areas; teacher shortages in specific subject areas; lack of expertise in developing fields, e.g. technology; the retention of competent teachers and administrators to the profession; and the need for added responsibility and compensation for experienced and competent teaching staff. Inservice education is also a means by which com-

petent teachers have an opportunity to continue and enhance their professional development. Issues related to inservice education concern support and guidance for the first year teacher, retraining and updating of experienced teaching staff, and the career development for experienced and exceptionally talented teaching staff.

School Administration

Recent research suggests that to achieve excellence in education the importance of the school must be reestablished with the principal as leader. In order to do so, principals should have more control over their budgets and the selection and rewarding of teachers. The teacher should have time each day for class preparation and record keeping, teaching loads should be reduced, and teachers should be exempt from routine monitoring of halls, lunchrooms and recreation areas. Other issues concern the administrative support of teachers, administrative management of the school environment and the extent to which teachers are involved in nonteaching-related activities, and teacher involvement in administrative activity and decision making (Chapman and Hutcheson, 1982). The importance of teacher participation in professional activities affecting their classrooms has been considered a critical issue for attracting and retaining able professionals by those who have noted that teaching is an occupation dominated by females and generally managed by male administrators.

Student Discipline

Teachers need support in the maintenance of discipline based on a clearly stated code of conduct (Boyer, 1983). Increasing evidence of truancy, dropout rates and crimes of violence underscore the difficulties of teachers and students alike to achieve in the school environment (The Twentieth Century Fund, 1983). Student rights, prohibited behaviors, penalties, the enforcement of public order on school property, and the roles of teachers, administrators, board of education members and parents should be clearly understood by all parties. That the problem has assumed nationwide importance is evident by the fact that at least twenty states drafted new student codes of conduct in 1983 and 1984 (School Financing, 1984.)

Teacher Salaries

Research on teacher salaries shows that beginning salaries for teachers are lower than almost any other field requiring a bachelor's degree, that teachers' salaries reach a ceiling sooner and at a lower level than do the salaries of other college-educated workers, and that teacher salaries have declined in real dollar terms over the last decade more than the salaries of many other professions (Darling-Hammond, 1984). Teachers who leave teaching for other professions often cite low salaries as a reason (Harris, 1986). Problems of teacher shortages have focused attention on proposals to change teacher salary schedules in order to attract and retain more competent individuals to the teaching profession. Issues include mentor-intern programs, across the board pay raises, pay raises for beginning teachers, career ladders with pay gradations, and market-sensitive pay schedules.

Evaluation of Teaching Personnel

Although the evaluation of teachers and administrators has occurred often at the local level and has even been included as a requirement in some contract negotiations between unions and districts, formal and objective evaluation procedures have not been applied in most schools. Issues include formalizing the local review process and making it objective, taking advantage of state-of-the-art evaluation techniques, and the establishment of criteria that reflect appropriate standards for educational personnel.

Professional Discipline

The aim of a system of professional discipline is to garner the respect of members of the profession and the public by disciplining professionals who engage in professional misconduct. The system must distinguish between professional discipline for employment purposes which is situation-specific and professional discipline that concerns a person's ability to practice the profession generally. Issues in the professional discipline of the teaching profession are teacher and administrator involvement in issues of professional discipline, the ability of the system to be responsive by dealing with a range of abuses with a range of resultant penalties, and the efficiency of the system to conduct timely hearings on discipline cases.

Current Initiatives to Strengthen Teaching

This section includes a brief description of the various current initiatives and fully developed proposals that strengthen the teaching profession with which the New York State Education Department is involved. The initiatives are presented roughly in order according to the sequence through which a teacher or administrator progresses from preservice through inservice education: recruitment and preservice education; teacher certification; staff development; teacher evaluation; recognition of outstanding teachers and programs; and professional discipline.

Initiatives in the area of recruitment and preservice education include a program aimed at increasing the number of teacher education students in mathematics and science, and the New York State Education Department's review and approval of teacher education programs in institutions of higher education. Teacher certification initiatives include the State certification system and the State teaching examination, the Interstate Certification Project, and proposals to establish teaching as a licensed profession and to review the certification system.

Most of the current initiatives fall under the general category of staff development. Initiatives are described which establish staff development centers for occupational education teachers, special education teachers, writing teachers, and teachers of computers and learning technology. Proposals to reestablish a State requirement and funding for staff development and to implement a mentor-intern program for first year teachers are described. Two conferences involving professional educational organizations with staff development benefits are also presented. Staff development initiatives are described that involve schools' adoption of State and nationally validated programs to improve student outcomes. Efforts to provide inservice training to a small group of individuals who in turn train the target group of teachers, that is "turnkey" training, are also put forth.

Closely related to the topic of staff development is that of recognizing outstanding teachers and programs through initiatives such as the "Teacher of the Year" award and others that recognize outstanding practices in middle schools, high schools and remediation programs. State Education Department sponsored conferences also recognize outstanding individuals and practices in education through the selection of speakers, topics and activities.

The important topic of teacher and administrator evaluation is addressed by an initiative requiring the annual local review of such pro-

fessionals, implemented recently as a part of a move to strengthen elementary and secondary education results in New York State. The final group of initiatives concern activities related to the discipline of the teaching profession: local proceedings for the professional discipline of tenured teachers for job purposes; State procedures related to the determination of moral character for certification purposes; and a proposal to adopt a professional discipline system for teachers and administrators determined by the statutory provisions that define professional discipline for the professions licensed by the State of New York.

The following descriptions include a brief summary for each of 40 initiatives concerning the needs for the initiative, the purpose, an overall description, outcomes as a result of the initiative, and costs, including, where possible, the number of individuals served by the initiative.

Recruitment and Preservice Education

Empire State Challenger Scholarships and Fellowships for Teachers

Need: New initiatives had to be developed to address the growing shortage of teachers in key fields.

Purpose: To aid in the recruitment and training of teachers in shortage fields, as defined by the Commissioner of Education, for the purpose of reducing the teacher shortages in these fields.

Description: Beginning with the 1986-87 academic year the program provides 312 undergraduate scholarships and 650 graduate fellowships annually for approved study leading to teacher certification in a shortage field. The list of shortage fields, as designated by the Commissioner of Education, includes mathematics, bilingual education, teachers of English to speakers of other languages, foreign language, occupational education (business, home economics, industrial arts), and teachers of children with handicapping conditions. The awards are based on such factors as academic performance, the number of vacancies within the fields, and the length of time before the applicant will be eligible to commence the teaching obligation. To the extent possible, recipients include those who are underrepresented in the respective fields.

The scholarships, which are awarded by judicial district, provide for up to four years of full-time undergraduate study in a registered teacher

education program. Graduate fellowships, which are awarded on a statewide basis, are available for both full-time and part-time study in registered programs. Twenty-five full-time fellowships are reserved for teachers in other fields who lost their jobs due to enrollment declines. Four hundred twenty-five fellowships, an increase of 250 over the two previous years of the program, are reserved for individuals who hold a degree in a related academic area, but do not meet the requirements for certification. These fellowships provide for one year of full-time study leading to permanent certification. The remaining fellowships are for approved part-time graduate study leading to permanent certification.

Outcomes: The program was established in 1984 and the first award winners were selected early in 1985, retroactive to the beginning of the 1984-85 academic year. A total of 539 winners accepted the awards and 335 of these are still enrolled in their collegiate programs. One hundred seventy-two winners are currently fulfilling their service obligation. Approximately 85 percent are teaching in the public schools and the remainder are teaching in nonpublic schools. Other winners who are completing their educational programs are now in the process of submitting their plans for teaching. Only four students have exercised the option of repaying the award rather than teach.

Costs: State allocations provide undergraduate scholarship recipients up to $3,000 a year for tuition and fees. Full-time graduate fellows receive up to $4,000 for one year to cover the cost of tuition, fees and educational expenses. Part-time graduate fellows receive up to $1,000 a year for two years to cover the cost of tuition, fees and educational expenses. Thus the State provides nearly $3,000,000 in the first year payments to new award winners each year.

State Education Department approval of teacher education programs

Need: To insure comprehensive program review of teacher preparation programs in institutions of higher education in New York State to assure comparability of minimum standards for content, academic rigor and overall quality.

Purpose: To assure the public that teacher education programs in institutions of higher education are of sufficient quality to give prospective

teachers and administrators the requisite academic preparation for competent practice of their profession.

Description: Specific conditions pertaining to the registration of post-secondary curricula are detailed in Part 52 of the Commissioner's Regulations: resources of the institution; faculty; curricula; credit and degree awards; admissions; administration; and other requirements. Program reviews are conducted by staff, often employing outside consultants in selected subject areas.

Outcomes: New York State is unique nationwide as it is the only State in which all college programs, including teacher education programs in public and independent institutions, must be registered by the Education Department. The result is that all programs have met specific conditions required by the Regulations of the Commissioner of Education.

Costs: As a Department regulatory function required by statute, costs are a part of the New York State Education Department's operating budget. This initiative serves 90 institutions, enrolling approximately 34,000 students per year in approved teacher education programs.

Statewide review of master's degree programs in elementary education

Need: The extent to which elementary classroom teachers fulfill their responsibilities has a crucial relationship to pupil performance. Recognizing the importance of the degree programs that seek to expand the teacher's store of knowledge and sharpen professional skills, the State Education Department in 1985 initiated a statewide review of master's degree programs in elementary education. This provided an opportunity for the Department and the higher education community to examine current standards and practices in this field of graduate teacher education.

Purpose: This statewide review was initiated to ensure the academic quality of the 125 master's degree programs for initial preparation or advanced training of elementary classroom teachers. Ensuring the quality of these programs would contribute to achieving the goals of the Regents Action Plan for improving elementary education.

Description: All degree programs in New York State must be approved and registered by the State Education Department before students may

be admitted. It is the Department's responsibility to conduct periodic reviews to ensure that programs continue to meet the requirements set forth in the Regulations of the Commissioner of Education. An advisory council of six distinguished educators from other states was appointed to advise the Department on structuring the statewide review and to recommend guidelines for evaluating master's degree programs in this field.

Outcomes: The 41 public and independent institutions with programs in the review conducted internal assessments of their programs in fall 1985 and submitted reports of their self-studies to the State Education Department early in 1986. Many program improvements were made as a result of these internal assessments. Teams of two or three out-of-state educators then visited the institutions to verify information in the reports and to evaluate components of the programs in light of the Commissioner's Regulations. In fall 1986, the State Education Department, after consultation with the Advisory Council, will make a determination on the reregistration of each program. This process ensures that all master's degree programs in elementary education that are registered with the State Education Department meet standards of quality. At the conclusion of the review, the Advisory Council will prepare a final statement on the review with recommendations.

Costs: Because program review is a Department regulatory function required by statute, the costs are included in the Department's operating budget. This statewide review has involved 41 institutions with 125 master's degree programs in elementary education matriculating approximately 4,000 students per year

Higher education-school efforts to recruit school personnel

Need: A 1982 conference on the supply and recruitment of persons for the public schools stimulated several action recommendations. One of these recommendations proposed the establishment of regional councils composed of school and college representatives to work together on ways to recruit good students for the teaching ranks in New York State. Ten regional councils presently are in existence. Subsequent to the establishment of the councils, the Council of Chief State School Officers received a grant from the Mellon Foundation, a portion of which was allocated to states on a competitive basis to stimulate

collaborative efforts between school and college personnel concerning the recruitment and selection of school personnel.

Purpose: To prepare more qualified teachers in certain fields and to promote teaching as a career among able students through collaborative efforts by schools and institutions of higher education.

Description: During 1985 the ten regional councils worked on various aspects of the issues related to supply and demand. One of the products was a 17-minute videotape of teachers talking about their profession. The 1986-87 year will see a continuation of the councils' work. A second grant from the Council of Chief State School Officers will provide the resources to prepare appropriate statewide recruitment techniques and materials.

Outcomes: The grant has fostered school-college collaboration on issues of critical importance to the teaching profession.

Costs: Costs for program development, material development and training will be met by the grant funds. Costs of using the program will be met by local schools and colleges. Up to five local councils will receive up to $4,000 to supplement their own resources for school year 1986-87.

Teacher Certification

Certification of teachers and administrators

Need: To enact legislation requiring a State certification system for professional personnel to assure the public that people entering teaching have the minimum collegiate preparation necessary for competent practice.

Purpose: To assure the public that individuals entering the teaching profession have the necessary education and experience for service.

Description: A person may become certified in three ways: (1) complete a registered teacher education program in a New York State institution of higher education; (2) request an individual appraisal of study and experience including meeting certain educational requirements by examinations such as the College Level Examination Program of the College Entrance Examination Board and the Regents College Examina-

tions of The University of the State of New York; or (3) satisfy the contractual conditions stipulated in the Interstate Certification Compact.

In general, initial, provisional certification is valid for five years. Permanent certification is granted upon evidence of a master's degree and two years of service.

Outcomes: In 1985, 19,152 provisional certificates and 12,059 permanent certificates were awarded for 117 certification titles. (Each certificate does not necessarily represent a different individual.)

Costs: As a Department regulatory function required by statute, the costs are a part of the Department's operating budget. Applicant fees are $50 per area or $25 per area for applicants recommended for certification by a New York institution of higher education.

Interstate Certification Project

Need: To make more readily available to schools in New York State and other states a larger pool of qualified educational personnel who might otherwise be barred due to specialized requirements involved in each state's certification process.

Purpose: To continue the implementation of a system of interstate certification reciprocity so that qualified professionals could more easily move from state to state with assurances of certification.

Description: In the early 1960's, the New York State Education Department proposed the establishment of a more formal and structured system to help qualified educational personnel move from state to state. State education agency representatives, governors, chief state school officers and legislators worked together to develop interstate compacts of the states' agreements to accept other states' teacher certification decisions as valid credentials for practice in their states. The system made interstate contracts legal and therefore provided both the applicant and the state educational agency with a reliable system. Teaching applicants need only to apply for certification to the state educational agency of a state which is a part of the Interstate Certification Project. The state needs only to verify the current certification status of the applicant in a participating state.

Outcomes: The interstate certification system initiated by New York State is now a working system managed by an administrators associa-

tion and is a formal component of the National Association of State Directors of Teacher Education and Certification.

Costs: The program serves school personnel entering New York State and those who leave to teach in other states. Maintenance costs are borne by member states as part of regular operating budgets.

Statewide examinations for teachers and administrators

Need: Prior to 1926 the Regents required a State examination for certification of all public school teachers to assure entry-level competence. In 1926, the Regents eliminated the requirement so that certification of applicants became possible on completion of a program approved, and in most cases operated, by the State. In the 1950's, these State-operated teacher training institutions became undergraduate units of the newly created State University of New York, so that the Department's role became one of approving and monitoring programs rather than one of direct operation. An independent method of assessing the academic preparation of a teaching candidate for competent practice of the profession was lacking.

Purpose: To assure to the public that individuals entering the teaching profession have the minimum academic preparation required of competent teachers and administrators.

Description: Effective September 2, 1984, statewide examinations have been required of all candidates for the first state certificate. The NTE (National Teacher Examination) Core Battery Tests, administered by the Educational Testing Service, have been adopted by the State. The three tests of two hours each cover: communication skills, general knowledge and professional knowledge. Several of the NTE specialty tests have been the subject of a validity study for use in New York State, and consideration is being given to the use of some of these specialty tests in the future.

Outcomes: The public will be assured of the independent assessment of the academic preparation of individuals seeking to enter the teaching profession. Since using examinations to assess minimum competence for practice is common practice in several highly respected professions, such as medicine, law and dentistry, it is expected that use of a credentialling examination will increase the confidence of the public in teachers and raise the status of teaching in general.

Costs: There are no costs to the State for the administration of these tests.

Teaching as a licensed profession proposal

Need: There is currently no statutory definition of teaching and no recognition in statute of teaching as a profession. The candidate for a State certificate must complete an educational program approved by the State Education Department. The State system of certification provides that a candidate may be provisionally certified, employed and then permanently certified after completion of a master's degree and an experience requirement. Once they have received a credential, teachers remain certified permanently unless their certificate is revoked for cause.

Purpose: To upgrade the status and quality of the teaching profession by applying a system of providing credentials, governance and discipline used in many highly recognized professions.

Description: The State Education Department has proposed the statutory recognition of teaching as a profession, and rules for the governance of the profession along the lines of the licensed professions. The practice of teaching would be defined by law to apply to public school teachers and administrators. The licensure system would build upon the established certification system with a State Board for Teaching to assist the Commissioner and the Regents in the governance of the profession. The Board also would hear professional discipline cases and make specific findings and recommendations.

Outcomes: This proposal would upgrade the teaching profession by establishing it in law and by its analogy with other prestigious professions. It is expected that the quality of the profession will be improved by applying statutory standards and procedures that involve teachers in decisions as to professional preparation, professional licensing and professional responsibility following the established pattern for all professionals. The proposal is expected to result in a more responsive and efficient system of professional discipline.

Costs: $225,000 in State funds. The approximately 38,000 applicants for provisional certification would be served by this initiative each year as well as the millions of permanently certified teachers who would be licensed according to the bill's grandfather clause.

Certification review proposal

Need: The present certification system which involves the awarding of teaching certificates in over 100 titles to more than 28,000 individuals each year, has not undergone a comprehensive review in almost two decades. Significant changes and new directions required by the Regents Action Plan and the 1984 Regents Statewide Plan for the Development of Postsecondary Education in New York State require a comprehensive review of the certification of school personnel.

Purpose: To update the present certification title scheme to ensure that certification requirements reflect academic and experiential training required by the Board of Regents and considered by the public and by research on the topic to be important for effective practice.

Description: The certification review process involving maximum participation by the educational community would examine specific requirements in general education, areas of specialty and professional study in education to ensure that certification requirements reflect appropriate educational standards. Specific areas of review for 1986 are regulations for the certification of teachers of elementary education and academic subjects.

Outcomes: The proposed certification review is expected to update certification requirements in light of recent changes.

Costs: Not separable; State administrative expense is contained in the New York State Education Department's operating budget. The approximately 28,000 individuals who are awarded provisional and permanent certificates would be served by this initiative.

Staff Development and Other Improvements in the Condition of Teaching

Increased teacher salaries

Need: An increased number of qualified persons is needed in New York State in many teaching areas. Salaries must be increased for starting level positions in order to provide an incentive for persons to enter teaching, in addition to the need for salaries of existing teachers to be increased so as to retain these persons in teaching.

Purpose: To provide State assistance to local school districts and BOCES which may be unable to raise salaries as needed within existing tax efforts.

Description: A separate apportionment is made to each district and BOCES. Through the process of separate collective bargaining, each district and BOCES will divide its apportionment among classroom teachers and pay each eligible teacher an additional amount of salary.

The apportionment is calculated by multiplying $65 by Total Aidable Pupil Units (TAPU) by the Excellence in Teaching Aid ratio. The Excellence in Teaching Aid ratio reflects the property value per pupil and the income per pupil in the district and is based on a State/local sharing ratio of 49:51. Of the amount so calculated, a certain amount must be set aside for distribution to first, second and third year teachers whose salaries are below the regional or State median. The Excellence in Teaching apportionment must be used for salaries (not fringe benefits) and teachers may not be required to perform additional services as a condition for receiving salary increases from these funds.

Outcomes: Expected outcomes are improved teacher retention in the profession, qualified persons exploring more carefully the possibility of entering the profession, and a more appropriate wage for teachers, who represent a well educated portion of the State's population.

Costs: $95 million State appropriation cost in 1986-87, the first year of this program, to serve the State's approximately 186,000 teachers.

Mentor Teacher-Internship Program

Need: The present State system of certification provides that a teaching candidate may be provisionally certified, employed and then permanently certified after completion of a master's degree and two years of teaching experience. The result is that inexperienced first-year teachers enter the classroom with full responsibility as a practicing professional and little support and guidance.

Purpose: To provide probationary teachers with support and guidance in their first year of teaching.

Description: Districts submit competitive applications describing plans to develop and implement a Mentor Teacher-Internship Program to the New York State Education Department. A first year probationary

teacher can thus capitalize on the expertise of a more experienced colleague in the same content area. Plans are to be developed in accordance with Article Fourteen of the Civil Service Law.

Outcomes: First-year probationary teachers would be provided with the support, guidance and leadership that they need as they begin their careers. This additional training and support is expected to reduce teacher burnout, and increase the retention of competent teachers throughout their careers.

Costs: First year: $4 million; second year: $14.5 million; fifth year: $26.8 million. The initiative will affect the approximately 18,000 individuals who apply for provisional certification annually.

Teacher Summer Business Training and Employment Program

Need: All levels of the educational system need to be more responsive to the changing job market, especially the rapidly changing information and technology-intensive industries. In order for schools to fulfill this role effectively, efforts must be undertaken to encourage the training and retraining of elementary and secondary mathematics, science and occupational education teachers.

Purpose: The program was established to help teachers keep up to date with rapid changes in the work place and to be better able to prepare students for their careers.

Description: The Teacher Summer Business Training and Employment Program will reimburse business or industry for the cost of employing a teacher over the summer. The program will provide 30 percent of the cost of employment, up to a maximum of $1,000 for each teacher employed. The program is open to teachers of mathematics, chemistry, biology, earth science, physics, computer science, and occupational education or elementary specialists in mathematics or science. The program is intended to help teachers keep up to date with rapid changes in the work place.

Outcomes: As a result of the program, teachers have their skills and knowledge updated to current state-of-the-art procedures and events. Teachers bring this new knowledge back to the classroom and communicate it to students. Student career awareness is enhanced by teachers teaching students such skills and knowledge and by their making students aware of career opportunities in the work world.

Costs: $4,000,000 of State aid to localities was appropriated for the Teacher Summer Business Training and Employment Program in 1986-87. The program served over 300 teachers in summer 1985.

Special education training resource centers

Need: Special education and regular education personnel need to receive updated instruction and training concerning effective strategies for working with disabled students. As increased numbers of disabled students with mild handicapping conditions are being integrated into the regular education system, there is a need to assist these personnel in working cooperatively in the delivery of appropriate educational services. Parents also need to be informed regarding their rights and activities which can reinforce concepts taught at school.

Purpose: To provide a training and information system which responds to the needs of parents, teachers, administrators, board of education members, support personnel, agency representatives, and interested individuals who interact with pupils with special education needs.

Description: The special education training and resource center network is a 46-center/$4.8 million training and information system which has been developed to respond to information and training needs of individuals who are involved in the education of children with handicapping conditions.

Outcomes: As a result of the services provided by SETRC, educators and parents and other interested individuals have increased knowledge, understanding and improved skills to assist students with handicapping conditions in obtaining appropriate educational opportunities.

Costs: Education of the Handicapped Act discretionary funds in the amount of $4.4 million were provided for 1985-86 which have been increased to $4.8 million for the 1986-87 school year. In 1984-85 the network served 189,550 individuals including: 29,579 educators (teachers, administrators and support personnel); 131,227 special education aides, bus drivers, students, and others; 21,969 parents; 2,669 teachers, administrators, and parents of limited English proficient handicapped pupils; and 3,234 educators in residential institutions. Technical assistance was given to 11,910 persons.

Teacher resource and computer training centers

Need: There was a need for a system of inservice education designed and implemented by educators seeking resources and computer training to improve their job performance. The goal of such inservice education should be to focus on aiding professionals to enhance their capacity to meet the demands of the position to which they were assigned.

Purpose: Teachers and other school personnel are provided an opportunity to develop systematic ongoing inservice training programs, assure the dissemination and application of educational research developments to classroom instruction and develop new curricular material specifically designed to meet the educational needs of the students served.

Description: During the third year of operation, 74 teacher resource and computer training centers were funded and the amount of local assistance for 1986-87 will be $70 million. Grants ranged from $20,000 to $750,000 per center. Centers are governed by a board composed of at least 51 percent teachers. Boards must also have at least one representative each from institutions of higher education and other cultural institutions; a parent of an elementary and secondary school student; and a representative of industry, preferably one with capability in technology.

Outcomes: The 74 centers are currently in operation under the terms of the legislation and regulations. Data are currently being collected and analyzed on the basis of the first years of operation.

Costs: State local assistance funds for 1986-87 in the amount of $10 million were provided to the centers.

Activities for occupational education teachers

Need: Occupational education provides instruction necessary to prepare students to begin their careers, including occupational awareness, job readiness and job preparation. Occupational needs and work related skills are rapidly changing across the nation. These workplace trends are reflected in changes in occupational education including new curricula in each subject area, new State testing programs in all

occupational areas, and the use of new technology as part of each instructional program.

Purpose:

1. Update technical skills of occupational educators in all specialized occupational areas.
2. Prepare occupational education teachers to deliver the new curricula for the Introduction to Technology and Home and Career Skills courses which are being developed for seventh and eighth grade students, as a result of the Regents Action Plan.
3. Prepare teachers to assist students in understanding the need for continuous training and retraining for the ever-changing labor market.
4. Prepare occupational education teachers to deliver the new curricula for Introduction to Occupations, new subject area courses, Occupationally Related Mathematics and Occupationally Related Science, which are being developed as a result of the Regents Action Plan.
5. Upgrade occupational education teacher skills in working with special needs populations.

Description: The State Education Department is conducting the following activities:

1. Expanding a cooperative process with business and industry to deliver inservice education programs, which will update technical skills of teachers.
2. Providing training sessions locally on implementing each new occupational education curriculum.
3. Providing training for regional trainers who in turn provide training for occupational teachers of special populations. Teachers will participate in local programs which provide instruction on delivering Introduction to Occupations, Occupationally Related Mathematics and Occupationally Related Science to special populations.

Outcomes:

1. Technically updated teachers.
2. Increased number of students who are provided occupational education at seventh and eighth grade levels.
3. Increased number of special needs persons prepared to enter the occupational labor market.

4. Efficient use of resources by using the "turnkey" training approach to achieve comprehensive and coordinated staff development.

Costs: Vocational Education Act funds for inservice education are projected for school year 1986-87 as follows:

1. Business and industry cooperative process:	$ 30,000
2. Local training sessions:	$530,000
3. Turnkey training:	$550,000

Approximately 15,000 occupational educators will be served in 1986-87 by this initiative.

Effective Schools Consortia Network

Need: School districts and schools are required to prepare an annual Comprehensive Assessment Report (CAR) so that each board of education or board of trustees can annually review and comment on student achievement. Schools and school districts are also responsible for taking corrective action if performance trends identified in the CAR are not satisfactory. For identified low-performing schools, State regulation requires a Comprehensive School Improvement Plan (CSIP). However, **all** schools are encouraged to develop, implement and evaluate improvement plans. The State-funded Effective Schools Consortia Network assists identified schools and other interested schools in the development, implementation and evaluation of these plans.

Purpose: To enable schools to serve their youth and community to bring about equity and excellence in education through planning, implementation and evaluation of the effective schools characteristics as found in the research on school improvement.

Description: The Effective Schools Consortia Network coordinates the delivery of State Education Department services and other resources to districts and schools to strengthen their programs. The resources and services vary according to the needs determined by local districts and schools. They may include technical assistance as well as training in school improvement processes and programming.

Through the Effective Schools Consortia Network, local educational agencies establish and implement comprehensive building plans which include staff inservice programs, and development of curriculum and instructional materials. The Consortia Network supports re-

gional activities designed to enhance the leadership qualities of administrators, instructional techniques of teachers and involvement of parents in school improvement programs.

Five regional Consortia allocate, identify and organize resources to assist schools in their respective regions. One function of the Consortia is the development of programs to support Effective Schools Consortia Network goals. Each Consortium is governed by an executive committee of district superintendents, city superintendents, and nonpublic superintendents. A regional manager coordinates the activities in each Consortium, and helps districts with planning and program development.

Outcomes: Since the initiation of the Effective Schools Consortia Network, test results show a consistent improvement in pupil achievement in elementary schools participating in the Consortia Network.

Costs: State funds of $750,000 are provided to run the Effective Schools Consortia Network. The Consortia Network serves all of the approximately two million public and nonpublic pupils of the State, excluding New York City. Plans include providing services also to New York City.

Community-based cultural education

Need: The many cultural resources in metropolitan areas are under used by educators. Exposure of students to cultural education is often fragmented and haphazard. Teacher training is lacking in this area.

Purpose: To provide an integrated program of aesthetic education to students in school districts throughout the State.

Description: The Lincoln Center Institute in New York and its replications in Buffalo, Rochester, Syracuse, Albany and Binghamton are designed to provide an integrated program of aesthetic education to students in school districts throughout the State. The program is designed to make efficient use of the many cultural resources and institutes available in the large metropolitan areas. The institutes provide intensive summer workshops for teachers and teaching artists. These summer programs also enable cultural programs to be closely related to the ongoing curricula in schools.

Outcomes: An integrated program of teacher training in cultural education using community resources has been successfully implemented in Buffalo, Rochester, Syracuse, Albany and Binghamton.

Costs: $500,000 of State aid to localities was provided in 1985-86. The institutes served over 2,000 teachers and 60,000 students during the 1985-86 school year.

Higher education-school linkages to upgrade teacher skills

Need: Rapid and complex scientific and technological advances have left teachers unprepared in the areas of mathematics and science. A need also exists to strengthen linkages between colleges and universities and elementary and secondary schools.

Purpose: To upgrade teacher skills and knowledge in the areas of mathematics and science and to strengthen linkages between schools and institutions of higher education.

Description: The Education for Economic Security Act, Title II (EESA), Higher Education Grant Program, authorizes the State Education Department to make competitive grant awards to colleges and universities for the purpose of: (1) providing inservice training and retraining programs to improve the skills of teachers and instruction in mathematics and science; and (2) increasing the participation of all students in such instruction. For fiscal year 1986, twenty-three grants were made to institutions of higher education throughout the State. The focus of these efforts addressed the following priorities:

- Developing and providing inservice programs for elementary school teachers of science and/or mathematics to improve their teaching skills and assist them in implementing the Regents Action Plan to Improve Elementary and Secondary Education Results in New York.
- Developing and providing inservice programs for secondary school teachers of Regents earth science and/or mathematics to improve their teaching skills and assist them in implementing the Regents Action Plan.
- Developing and training a network of resource agents and consultants in science and/or mathematics to assist local school district personnel to improve their teaching skills in these disciplines and implement the Regents Action Plan.

Outcomes: Twenty-three projects are in operation during the 1986-87 school year. Efforts have been made to link these projects with the teacher resource and computer training centers.

Costs: Federal EESA II costs for fiscal year 1986 activities are $596,042. The average grant award was $26,000 per project. Approximately 3,544 mathematics and science teachers are being served during the 1986-87 school year.

Adoption of validated programs

Need: Schools with similar needs are encouraged to replicate programs developed by teachers which address innovative approaches to educational problems or priorities.

Purpose: To achieve staff and curriculum development through the adoption of State and nationally validated programs leading to pupil gains in priority areas of the Regents Action Plan.

Description: The adoption of validated programs, known as the Transferring Success Process, involves the development, validation, demonstration and replication of innovative programs. Once a program is developed, it is validated to ensure that it is effective under a given set of conditions. This quality control mechanism results in effective programs which address specific needs that can be adopted at a fraction of the cost since the development has already taken place. To assist with adoption, the United States Department of Education funds a facilitator in each state to assist schools in identifying needs, selecting appropriate programs, and providing technical assistance for implementation and evaluation. The New York State Legislature makes available funds to support competitive grants to school districts to defray program training costs. Two pools of programs are available: Federally validated programs disseminated through the National Diffusion Network; and State validated programs.

State and nationally validated programs have been identified that respond to the following priorities of the Regents Action Plan: early childhood education; programs addressing the needs of students scoring below the State reference point in reading, mathematics and writing; content area proficiency; computer literacy and application; career development; and higher level thinking skills. This process includes: the use of proven programs under a certain set of conditions;

teachers training teachers; the provision of technical assistance; and the collection of impact information to certify and to evaluate the results of the project.

Outcomes: In 1984-85, 695 public schools and 43 nonpublic schools, involving 3,695 classrooms, adopted 57 different National Diffusion Network programs. Program adoption resulted in the training of 217 administrators and 4,266 teachers and affected 92,586 students. The following outcomes occurred concerning these program adoptions: (1) approximately 75 percent of adopting schools institutionalized the programs; (2) target group gains or changes were similar to those of the developer project; (3) adopting schools were engaged in a change process which could be transferable to other areas; (4) schools improved programs and students' test scores, and conducted staff development for relatively little money; (5) schools adopting programs received the benefits of program research and outside assistance instead of "reinventing the wheel"; and (6) an evaluation process was implemented by the demonstration program and the State facilitator that enables the adopting district to gauge its success.

Costs: Typically, the adoption of a validated program costs less that 10 percent of the expense that would be incurred in the development of a new program. In addition to State administrative expense incurred by the State Education Department, which is a part of the Department's operating budget, the following grants represent the costs of the process for school year 1983-84: a Transferring Success fund of $260,000 from the National Diffusion Network grant and ECIA Chapter 2 funds; and grant money appropriated by the Legislature for replications in the amount of $250,000. The process resulted in the training of 4,266 teachers and 348 administrators and served 92,586 students.

Humanizing Experience Conference

Need: The annual Humanizing Experience Conference was initiated 16 years ago as an attempt to provide inservice education to as many teachers, students, administrators and community members as possible in the most cost-effective manner. Although the conference was begun as an arts and humanities conference, it has expanded to include topics related to general education, museum education, the gifted and special education. The conference is cosponsored by 36 statewide professional associations.

Purpose: To present inservice experiences in a conference setting to participants which can be applied immediately in their own educational settings. Staff inservice training includes presentations on teaching strategies, model programs, innovative techniques and new research.

Description: Over 100 workshops are presented on topics relating to general education, cultural education, gifted and alternative education. The general theme of each conference is interdisciplinary learning including such sub-themes as critical thinking, problem solving, developing creativity and reasoning skills development.

Outcomes: Participants initiate conference learnings in their own educational settings as evidenced by letters, follow-up technical assistance, and participation in additional conference activities. The sharing of information among disciplines and educational areas is also an important outcome.

Costs: The conference is sustained by registration fees ($40.00/person) and serves approximately 1000 to 1200 individuals annually.

Fifth Grade Writing Project and Elementary Science Project

Need: The implementation of certain State initiatives requires that comprehensive and coordinated staff development services be available to local school districts. Increasingly limited education funds at all levels have resulted in an insufficient number of Department staff to provide such direct services to schools. One such example is the State-required fifth grade writing test first administered in 1983. This test required local district staff to be trained on test administration and rating procedures as well as on the implications of test results for instruction and remediation. A second example is the Elementary Science Project which trained 74 mentors who provided science workshops for district representatives.

Purpose: To train elementary school personnel through a "turnkey" training process. A turnkey training process is one in which a small number of trainers provide training to a large number of trainers who in turn train the target group.

Description: The State Education Department, in collaboration with chief school officers, selected and trained local district staff from the

five regional consortia to act as regional turnkey trainers. A Department representative worked with each consortium to develop a plan and schedules for conducting teacher workshops throughout the region. Turnkey trainers thereafter conducted three to five teacher training workshops in their respective consortium region. Following the initial workshops, regional consortia were free to replicate the entire process by selecting turnkey trainers in their region who would be trained to train others using the State Education Department workshop model agenda in science or writing.

Outcomes: Since 1983 the turnkey training approach to staff development has efficiently accomplished the training of teachers in a cost-effective manner.

Costs: A State Education Department allocation covered costs for duplication of materials and travel for turnkey trainers to conduct workshops. Approximately 15,000 teachers are served by this initiative.

Annual statewide conferences on inservice education

Need: Several needs are met by the annual inservice education conferences:

- To provide technical assistance to school districts for the development of comprehensive staff development programs and to plan and implement teacher centers;
- To disseminate research and development for innovations such as the teacher-mentor concept, evaluation, conducting needs assessments, linkages with industry, partnerships, etc.;
- To "showcase" exemplary staff development programs;
- To collaborate with teacher organizations and all other professional education organizations to share ideas and promote the importance of adequate staff development.

Purpose: To provide technical assistance to school districts, college and university personnel and individual educational professionals who are interested in improving the quantity and quality of professional development activities in New York State.

Description: Four annual statewide conferences have been held in Albany to date. These conferences have been sponsored jointly with eight major statewide professional educational organizations and, most

recently, the Business Council of New York State. Topics have covered a wide range of subjects critical to effective staff development.

Outcomes: The conferences have provided opportunities for participants to: hear of good ideas and practices; discuss critical issues; and seek solutions to particular staff development problems.

Costs: All conferences to date have been self-supported through registration fees with a great deal of in-kind support from sponsoring agencies. Approximately 400 individuals attend the conference each year.

Center for Learning Technology staff training program

Need: The "technology revolution" in the job market has placed new demands on schools. In many fields, people competing in the job market at all levels must understand and use technology. Technology can also aid schools in achieving educational objectives. The Regents Action Plan recommends that technology be used, wherever appropriate, in the various curriculum areas to improve instruction. The Action Plan also requires computer literacy instruction for all students prior to graduation from high school.

Purpose: To assist the classroom teacher better understand and use the new technologies, the Center has developed a variety of training programs and support materials.

Description: The Center offers comprehensive staff development programs in application areas ranging from microcomputers in the classroom to advanced office automation courses. The facilities include four microcomputer laboratories, a hard-disk network, interactive videodisc equipment and a software preview library which includes over 900 titles. Training programs are customized to meet the needs of sponsoring agencies and range from computer awareness to the use of technologies in specific curriculum areas. Several programs developed by the Technology Staff Development Team have been successfully replicated in other areas of the State. The Center is currently developing a train-the-trainers model which will ensure that access to comprehensive technology staff development programs is as widespread as possible throughout New York State.

The Center has developed a Technology Applications Plan which is designed to assist school districts to create long-range plans for integra-

tion of learning technology into their curricula. The process guides the planner in areas of knowledge about available learning technologies; curriculum development; instructional strategies and applications; staffing; budget implications; software and hardware evaluation and purchase.

The Media Distribution Program maintains a growing library of over 1,500 instructional television programs which are duplicated and disseminated to educational and cultural institutions in the State. The Center acquires new video programming in target curriculum areas. Instructional software and several technology and instructional software guidebooks are also available through this network.

Outcomes: The Center has trained over 4,000 participants since 1983 in various microcomputer applications. In addition, 19 school districts completed pilot Technology Application Plan seminars.

Costs: The Technology Staff Training program operates on a fee for service basis at approximately $60 per person per training session. Since many schools and organizations require customized training over several days, the Center will negotiate a group fee for extended courses to reduce the per person cost.

Early Grade Intervention Program

Need: Class size in the early grades, particularly in large cities, has often been too large to allow for an effective learning environment for children.

Purpose: To reduce class size and increase individualized attention in grades 1, 2, and 3 in the Big Five city school districts.

Description: Legislation enacted in 1985 provided Early Grade Intervention Aid to the Big Five cities of New York, Buffalo, Syracuse, Rochester and Yonkers, in an amount equal to $30 per aidable pupil times an equalized aid ratio with the local share 60 percent and the State share 40 percent in a district of average wealth. District wealth is measured in terms of income and property value and a minimum aid ratio (i.e., State share) is set at 36 percent.

Outcomes: Reduced class size and increased individualized attention to pupils in grades 1, 2 and 3 in the Big Five cities are expected to result in improved student outcomes on desired performance indicators such

as competency test scores in the basic skills and in improved recruitment and retention of teachers in the early elementary grades as a result of improvements in the conditions of teaching.

Costs: $12.95 million was used in the 1985-86 school year to reduce class size and increase individualized attention for approximately 276,000 pupils in grades 1 through 3 in the Big Five city school districts. Approximately 500 teachers were added to staff the additional class sections of reduced pupil enrollment. Similar appropriations were made for 1986-87.

School conduct and discipline

Need: The lack of student discipline and responsible behavior affects the performance of students and teachers alike. A concerted effort by all affected parties is required to implement a code of student conduct and discipline.

Purpose: To require schools to adopt and implement a written policy on school conduct and discipline designed to promote responsible student behavior, developed in consultation with teachers, administrators, other school service professionals, students and parents, and including guidelines and programs for inservice education of all district staff concerning the implementation of the policy.

Description: Each school district must have adopted and implemented a school conduct and discipline code by January 1, 1986 to include: the rights and responsibilities of students; prohibited student conduct; the range of penalties that may be imposed; the roles of teachers, administrators, board of education members and parents; procedures for the enforcement of public order on school property; procedures for the early resolution of discipline problems; procedures for dealing with discipline problems for students with handicapping conditions; and guidelines and programs for inservice education for all district staff to ensure effective implementation of school policy on school conduct and discipline. Districts must also submit a semi-annual report to the Department concerning complaints about the use of corporal punishment in the schools and how each complaint was resolved.

Outcomes: The effective implementation of such a policy should result in an ordered learning environment conducive to the achievement of teachers and students. Involving teachers in the development of the

policy and in inservice activities for the implementation of the policy should reduce teacher burnout and increase teacher interest in the operation of the school.

Costs: Costs will be covered as a part of a school's regular operating budget. The initiative will serve all of the State's 731 public school districts and approximately 2.6 million pupils.

Sex Equity in education to expand student career options: Project VOICE

Need: Continued evidence of sex role stereotyping, sex bias and sex discrimination in education that contributes to the limiting of career options for students.

Purpose: 1) To promote sex-fair vocational education and to eliminate sex bias and sex-role stereotyping, 2) to provide technical assistance to ensure equity in education, and 3) to collect and maintain resources on sex equity issues.

Description: Project VOICE (Vocational Options in Creating Equality) staff provide individualized workshops and technical assistance to school districts and BOCES by request on various aspects of sex equity. The workshops are available for teachers, students, administrators, guidance counselors, teacher educators, parents, business/industry and community organizations and can be conducted as one-time workshops, or as part of the district's staff development program. Topics include: Examining the laws: how they impact your school district; Eliminating sex-role stereotyping and bias in the schools; Recruiting and supporting the nontraditional student; Working with business and industry to expand student career options; Changing roles: the impact on family and workforce; Identifying and serving displaced homemakers in your districts; Home and career skills; and Introduction to technology: curriculum and implementation.

Resource materials are compiled on sex equity issues, and organized by topic into convenient information packets containing articles, fact sheets, workshop formats and creative activities for distribution to districts, BOCES, and others. VOICE is also the title of the a quarterly newsletter sent to over 20,000 educators throughout New York State. The newsletter contains articles on issues, activities, resource materials, and consultant services related to sex equity in education.

Outcomes: During 1985, Project VOICE conducted 86 staff development programs and workshops for over 2,500 participants. All aspects of the various workshops were rated good to excellent over 90% of the time. Over 40 resources of printed and audio visual materials were disseminated upon request to LEA's and BOCES requiring resources in the area of sex equity. Four issues of the VOICE newsletter were disseminated on a quarterly basis to 20,000 subscribers. Over 1,142 informational packets were also developed and disseminated upon request on a variety of equity topics during this time.

Costs: This project is federally-funded by a VEA (Vocational Education Act) grant through the New York State Education Department Office of Occupational and Continuing Education and administered by the Regional Planning Center, a division of the Albany-Schoharie-Schenectady BOCES. During fiscal year 1986, an estimated total of $275,000 will be used to provide for the continued and expanded efforts of this project. In fiscal year 1985 over 2,500 teachers, guidance counselors and administrators participated in staff development workshops; over 1,142 people received informational packets on various equity topics; and over 20,000 subscribers received the VOICE quarterly newsletter.

Eliminating sex bias in occupational education:
Project MOVE

Need: The Major Recommendations of the Regents for Legislative Action give high priority to the elimination of sex stereotyping, sex bias and other discriminatory practices that restrict full and equal participation in occupational education. These recommendations are consistent with the Carl D. Perkins Vocational Education Act of 1984, which specifically instructs states to take action to eliminate sex stereotyping, sex bias and sex discrimination in vocational education.

Purpose: Due to the Regents priority of addressing and carrying out the State's Action Plan for overcoming sex bias, Project MOVE (Maximizing Options in Vocational Education) was developed as an innovative project and major effort in New York State to reduce the occurrence and effects of inequities based on sex and to stimulate and provide activities that enhance sex equity in occupational education.

Description: Project MOVE began in 1977 as a pilot project conducted by the Division of Occupational and Adult Education, New York State

Education Department. The experimental pilot study provided baseline data, a theoretical framework and assumptions and guidelines for future activities concerning ways to address inequities based on sex in occupational education. One continuous activity resulted from this process: the provision of a graduate course for vocational and other educators. The graduate course, titled "Achieving Equity in Education," is offered during each school year at several locations around the State. Designed specifically for teachers, administrators and guidance personnel, the course places emphasis on training educators to plan, implement and evaluate a variety of activities that will help their educational systems respond to social and economic changes that affect all young people, including underserved special populations. Six graduate hours over two semesters are granted to participants by the SUNY-Albany School of Education, Department of Program Development and Evaluation.

Outcomes: The course has been provided for over 1600 participants in at least 34 locations since 1977. A recent report (Farris, 1983) analyzed over three years of data for the purpose of evaluating the Project MOVE graduate courses on Sex Equity. Analysis of the data revealed that:

Participants who had completed the MOVE course showed significant change in knowledge and attitudes about sex equity which was reflected in classroom teaching behavior.

Students in coeducational classes rated their teachers as more sex-fair than teachers of all male classes and all female classes indicating that desegregation of classes should be given greater emphasis, in addition to inservice activities for teachers.

Costs: This project is federally-funded by a VEA (Vocational Education Act) grant through the New York State Education Department and implemented by the Regional Planning Center, a division of the Albany-Schoharie-Schenectady BOCES. In fiscal year 1986 an estimated total of $125,000 in VEA funding will be used to provide for the implementation of five Project MOVE graduate courses. In fiscal year 1986 196 teachers, guidance counselors and administrators took this six-credit course.

Survey of school district business management practices

Need: Administrators of school districts, BOCES superintendents and school business officials need assistance to implement new legislation, regulations, and business management practices.

Purpose: To assist school districts and BOCES in analyzing their current business management practices in order to assure compliance with law and regulation and to improve both efficiency and accountability. This serves to help administrators to perform their jobs more effectively and to help classroom teachers through the effective management of the school.

Description: A limited number of these surveys are performed each year at the request of school districts and BOCES. The surveys consist of an on-site review performed by the State Education Department's Bureau of Educational Management Services of such areas of school business management as budgeting, purchasing, accounting, internal auditing, board of education policies and procedures, and business office organization and staffing. Local officials are asked to select the various areas of review prior to the on-site visit and a written report containing findings and recommendations is forwarded to the district following the visit.

Outcomes: These surveys provide boards of education and the administrative staff of school districts with a management tool for improving school district fiscal operations. This in turn generates savings which can be used for the education of the district's children.

Costs: There is no cost to the participating school district as the service is paid for as a part of the Department's operating budget.

Staff development for grades prekindergarten through three

Need: As more and more districts focus on the early years by implementing prekindergarten and full day kindergarten programs, the need for careful planning based on knowledge of child development is urgent. It is also necessary to address the need for ongoing staff development and training for all who work with young children and their families—administrators, teachers, teacher assistants, family workers, support teachers, health professionals, custodians, bus drivers, and members of the lunch room staff.

Purpose: To help those working with young children to become better observers, to establish a program of record-keeping, to form teams to share observation and information collected from children and to arrive at recommendations to strengthen the learning environment.

Description: Staff development designed to focus on the continuity of learning from grades prekindergarten through three offers teachers an opportunity to participate in a variety of activities. A consultant or local staff member is assigned to work with individual classroom staff members and observe children as well as to interview each child in the group. A teacher support group is formed. Teachers are assisted in establishing a program of recordkeeping that may include activity and academic records and collections of children's work (drawings, paintings, stories told or written). Administrators and ancillary staff add their observations. Regularly scheduled discussion meetings permit teams of people who know the child to meet and make recommendations to strengthen the child as a learner.

Outcomes: Teachers become more articulate and better able to describe their own practice. As teachers reflect upon their own experience of being a child and going to school, their awareness of the variety of learning styles in any group is enhanced. As adults observe and record what they see in their classrooms, they raise new and more significant questions about children's learning and increase their ability to personalize the curriculum and provision for learning.

Costs: At present some costs for consultants, released time, occasional substitutes and staff development sessions are included as a small portion of the budget for the New York State Prekindergarten Program. Other staff development funds are also sometimes used. Some districts facilitate the work by arranging shared preparation and lunch periods for members of a team. Others support and give credit for inservice courses designed to increase observation and recordkeeping skills. In school year 1985-86, 71 districts and four BOCES were served by this initiative.

Arts in Education Conference

Need: The annual Arts in Education Conference is cosponsored by the Education Department and the New York State Council for Educational Associations and is designed to aid in implementing the New York State Comprehensive Plan for Arts in Education. It meets the need of districts to have quality inservice education with the direct assistance of cultural institutions concerning the implementation of arts programs in schools. Workshops are offered for teachers, administrators and community representatives of the arts and cultural institutions who wish to implement various parts of the plan.

Purpose: To present inservice experiences which can be immediately initiated and replicated in schools or cultural institutions. Workshops focus on model programs, creative teaching strategies and indepth hands-on experiences in the arts.

Description: Over 50 workshops are presented on topics related to all areas of the arts in education. In addition, several indepth pre-conference inservice workshops are offered in specific art forms such as dance, ceramics and architecture. Participants also attend ballet and theater performances at the Saratoga Performing Arts Center as a part of the overall conference experience.

Outcomes: Participants initiate conference learnings in their own educational settings as evidenced by letters, follow-up technical assistance and participation in additional conference activities.

Costs: The conference is sustained by registration fees and serves 500-600 individuals annually.

Staff development proposal

Need: Most school districts make available to their faculty some form of staff development. However, such practices often have limited financial support and minimal faculty involvement in the development. The need for ongoing planning and evaluation of inservice is frequently overlooked by district personnel. Funds designated for staff development tend to be the first cut from proposed district budgets. The Commissioner's Regulations for the 1984-85 school year regarding staff development and State funding for inservice activities addressed the need for improved staff development programs, at the individual district, regional and statewide levels. Even though the staff development program was discontinued for 1985-86, the program had considerable support at the local level.

Purpose: To improve staff development programs by offering funding for staff development at the individual or regional (i.e., BOCES) district levels and by requiring districts to assess staff needs and establish a written staff development plan specifying goals, activities, as a means of evaluation and coordination with full year activities.

Description: Regulations would reestablish the provision of funds to support comprehensive staff development programs. By August 1, each public school district and BOCES would be required to submit to the

State Education Department an annual staff development plan. Professional staff development is defined as activities, such as curriculum development, inservice education, course planning and program evaluation designed to improve instructional programs in education by strengthening the skills, attitudes, and knowledge of professionals.

Outcomes: School districts and BOCES would prepare comprehensive staff development plans for analysis by the Department for school year 1987-88. Such programs could begin in August 1987 and might include activities for intern- and mentor-teachers to complement the Mentor Teacher–Internship program (see page 18). Six areas frequently identified as topics for staff development are: 1) computer literacy technology; 2) school discipline; 3) writing instruction; 4) comprehensive planning for school improvement; 5) science; 6) mathematics.

Costs: $60.5 million in State operating aid to public schools. All of the approximately 180,000 public school teachers in the State are served by this requirement.

Declassification Support Services Program

Need: There are many situations where students with handicapping conditions and/or their regular education teachers need additional support during the first year of a student's full-time return to regular education. As a result, there is strong belief in the field that teacher and student success in these situations would be enhanced if short-term transition services were provided and aided. In the past, such services were not aidable and therefore not provided to the degree needed due to other local priorities and needs.

Purpose: To provide services, as appropriate, for students and their teachers in the first year that a student moves from a special education program to a full-time regular education program. Although all students with handicapping conditions who are declassified do not require short-term transition services to succeed in the mainstream, this program is intended to make support services available to those that do.

Description: Services to students, which shall be provided on a regular basis, may include, but not be limited to, psychological, social work, speech and language services and noncareer counseling services. Services for teachers of such students may include the assistance of teacher aides or consultation with appropriate personnel.

Outcomes: As a result of these services, school districts will be better prepared to accommodate teacher concerns and student needs and maintain more successful placements of students with handicapping conditions in the mainstream.

Costs: Although information is not yet available on the number of students with handicapping conditions and their teachers who will be served by this newly enacted program, there is a current appropriation of $200,000 available to districts for this purpose. Reports on the program after the first year will provide some data on the numbers served and will help determine the need for additional appropriations.

Recognition of Outstanding Teachers and Programs

"Teacher of the Year"

Need: A need existed for the public and members of the teaching profession to be aware of and recognize outstanding teachers as part of a larger effort to reestablish prestige in the teaching profession.

Purpose: To recognize exceptionally skillful and dedicated teachers who are respected and admired by students, parents and colleagues and who contribute to the improvement of the educational and social conditions of the community.

Description: Public school superintendents and nonpublic school principals submit nominations of exceptional teachers for the Teacher of the Year award made by school board members, school administrators, the local teachers' association, the parent-teacher organization, student council and other interested citizens. Classroom teachers with over five years experience who plan to continue in the teaching profession are eligible. The award is given to the candidate who is most outstanding in his or her philosophy of teaching, has contributed to the education of students and to civic services, and has the ability to inspire young people to seek knowledge and understanding in order to broaden their skills and to acquire methods for attaining personal goals.

Outcomes: A Teacher of the Year has been selected each year since the late 1950's by the New York State Teachers Association and since 1971 by the New York State Education Department. The Commissioner has then nominated these individuals for consideration by the national se-

lection committee for the National Teacher of the Year Award. Since 1971 there have been two winners and two finalists from New York State for the national award. Whether or not a candidate is chosen as the Teacher of the Year, this is an excellent opportunity for communities to recognize their outstanding teachers.

Costs: State administrative costs are a part of the regular State budget. Costs of two lunches to convene the four finalists and to make the final award by the Regents are covered by the Regents Research Fund. The program has served the approximately 30 teachers who have been selected as New York State Teachers of the Year and the over 200,000 public and nonpublic teachers in the State.

Elementary and secondary school recognition programs

Need: Recognition of outstanding practices in elementary, middle, junior high and high schools, known as excellence in education programs, was developed by the United States Department of Education to combat the negative reports on education and negative press given to elementary and secondary education. Corresponding state-level programs are being developed in response to interest in the schools for yearly programs.

Purpose: To select "representatives of unusually successful schools" to be recognized nationally as a way of drawing public attention to the many good things going on in public schools. The state programs will draw attention to schools which have made significant improvement.

Description: In alternate years, New York State selects either successful elementary schools or successful middle, junior high and high schools from applications received and nominates them for recognition by the United States Department of Education which selects several programs for national recognition. Common characteristics among schools selected are: clearly articulated goals and objectives; student and teacher involvement in school governance; rewards and incentives for students and teachers; a positive school climate; and positive administrative leadership. New York State proposes to run state-level programs similar to those of the United States Department of Education in alternate years, thereby providing public schools K-12 with either a state-level or a federal-level program each year.

Outcomes: In 1986, 138 schools applied. New York nominated 36 elementary schools to the United States Department of Education. Schools nominated by New York State and recognized by the United States Department of Education have the opportunity to participate in regional meetings to share ideas and practices. Principals of schools recognized in the State program will act as resources to assist other school administrators with school improvement activities and will be available to participate in conferences and workshops on school improvement.

Costs: State costs for the elementary programs are approximately $6,000 for printing and mailing of materials to all district superintendents, local superintendents, public school principals; and for travel expenses for a 12-member panel for three days. The initiatives served all 138 schools that applied for recognition and the 36 schools which were selected for nomination to the Federal government.

Identification of effective Chapter 1 projects

Need: A letter dated 10/29/85 was received from United States Secretary of Education Terrel Bell inviting the New York State Commissioner of Education to nominate Chapter 1 projects judged to be truly successful in meeting the educational needs of disadvantaged children.

Purpose: To identify projects that are successful in raising the achievement level of educationally disadvantaged pupils and to describe the successful attributes of these projects.

Description: Eight programs with high achievement gains were identified through the Bureau of School and Categorical Programs Evaluation LEAP (Local Education Agency Program) analysis. Nominations were submitted in February 1986 to a United States Department of Education review panel selecting exemplary projects. This effort is the first national effort to identify exemplary Chapter 1 projects.

Outcomes: A directory of all Chapter 1 projects identified in this program will be disseminated nationally in a source book containing information on effective schools research and on Chapter 1 project implementation. Some projects will be cited as model programs. Announcement of the United States Department of Education selections was made in April 1986.

Costs: Costs are contained as a part of the Department's regular operating budget. All of the almost 800 Chapter 1 programs serving approximately 350,600 pupils are expected to benefit from this initiative.

Educational conferences

Need: There is a need in the educational community at State, regional and local levels to share information and points of view, to recognize outstanding persons and practices in the profession, and to develop educational policy concerning issues of critical importance to the future of the profession.

Purpose: To receive public input on proposals for educational change or the development of policy, and to recognize outstanding persons and practices in the profession.

Description: Of the many conferences and public meetings conducted by the State Education Department each year, the following are representative examples: The ten Regents/Commissioner's regional conferences held at different locations throughout the State each fall since 1977, focusing on topics such as the Regents Action Plan and strengthening teaching; public hearings on the proposed Part 100 Regulations of the Commissioner to implement the Regents Action Plan; a series of meetings throughout the State aimed at getting input in the development of a Regents policy on Youth Education and Employment; the annual Regents Legislative Conference; and the 1984 monthly bicentennial conferences recognizing New York State for the many characteristics that contribute to its rich educational and cultural environment through presentations by members of the Board of Regents, the Commissioner and key guests speakers such as Walter Cronkite, William Buffum, Fred McFreely Rogers and Bill D. Moyers.

Outcomes: The public and educational community become informed, policy and other proposals are developed with a greater chance of success because of consideration of a variety of viewpoints, and the prestige of education is enhanced in the eyes of the public-at-large through the recognition of outstanding persons and practices that contribute to a rich educational environment.

Costs: Costs for Department-sponsored conferences are normally incorporated as a regular part of the Department's operating budget and supplemented through registration fees. Potentially all of the constitu-

ents of education are served by this initiative: teachers; administrators; representatives of professional educational organizations; parents; students; and representatives of business and industry.

Evaluation of Teaching Personnel

Annual local review of professional performance

Need: Local review of the performance of teachers, administrators and supervisors has taken place in most school districts. However, in many cases, these reviews were not annual reviews. The new requirement will standardize the review procedures for all school district personnel across the State.

Purpose: To ensure for the competence of professional staff in the schools.

Description: An annual local review of professional performance was proposed as a State requirement to formalize local review of teacher and administrator performance as a regular procedure under written plans throughout the State. Under the requirement as defined in Part 100 of the Commissioner's Regulations, districts must prepare a plan specifying all of the details of the review procedures and activities. This plan must be available for review by any individual no later than August 1 of each year. The requirement was approved by the Regents in November 1984 to be effective on September 1, 1985. Annual reviews must commence no later than the 1986-87 school year.

Outcomes: It is expected that the professional performance of all districts will improve with the process of preparing written staff review plans and with the implementation of review procedures. It is expected that inservice education activities will be related to the results of the annual review and that review plans will be tailored to meet individual districts' needs.

Costs: No new costs. Since local review of professional performance is a local responsibility, costs will continue to be borne at the local level. The more than 185,000 teachers in all school districts and BOCES are served by this initiative.

Professional Discipline

Professional discipline for employment purposes

Need: There is a need for the local school board to investigate circumstances in which the conduct of a tenured teacher is questioned and to discipline such teachers who are found incompetent to assure the public that safeguards for professional discipline exist independent of the certification status of the individual.

Purpose: To allow the local school board to review allegations of teacher misconduct for the purpose of disciplining or clearing the teacher in question.

Description: Education Law section 3020-a sets forth the procedures to be followed by local boards of education in reviewing charges filed against tenured teachers to determine if probable cause exists for a hearing on those charges, to prove those charges when probable cause is found to exist, and to implement the decision of the panel appointed to hear and determine those charges. The process is inherently a local one, even though its administration is funded through the Department's budget, with the Commissioner's only direct involvement in the process being in the appellate review of the panel's findings and determination, should either or both parties seek such a review.

Outcomes: The public is assured of a safeguard against gross incompetence of teachers.

Costs: Required by statute, costs for 3020-a proceedings are included as a part of the Department's annual budget. Approximately 150 cases are heard annually.

Professional discipline for certification purposes

Need: The public needs to be assured that a statewide process exists for the professional discipline of educators and that any evidence raising doubt as to the moral character of certified persons or individuals applying for certificates will be investigated and certificates denied or annulled in cases in which there is a substantial question as to the moral character of the person in question.

Purpose: To regulate the teaching profession by limiting the award and use of teaching certificates to individuals of good moral character.

Description: Pursuant to Part 83 of the Commissioner's Regulations, any information suggesting that a certified individual or applicant for a certificate lacks good moral character must be forwarded by the chief school officer to the Department's Director of Teacher Education and Certification. The Director will investigate the circumstances involved and will submit a report of his findings and recommendation to the Teacher Education Certification and Practice Board. The Board reviews the report and reports its findings to the Director. If the findings are that there is a substantial question, the certificate holder or applicant is informed of the charges and is offered an opportunity for a hearing before a hearing officer or hearing panel. The findings of the hearing officer or panel serve as a recommendation for action to the Commissioner.

Outcomes: The public is assured that a process exists to investigate any information that raises doubt as to the moral character of a certificated individual or applicant for a certificate and that this process contributes to the professional discipline and integrity of the profession throughout the State.

Costs: Costs for this function, required by statute, are contained as a part of the Department's regular operating budget. Approximately 300 cases are reviewed annually.

Professional discipline proposal

Need: The State's role as to teacher conduct is now limited to the review of good moral character under Part 83 of the Commissioner's Regulations. Teacher misconduct is otherwise a local concern and is reviewed under Education Law section 3020-a proceedings for cause. The State has no mechanism for assessment of teacher competence and teachers found to be grossly incompetent at the local level do not for that reason lose their certificate.

Purpose: To further safeguard the public from the incompetence of educators by providing a State system of professional discipline that defines a variety of behaviors as professional misconduct and that provides for a range of penalties and other details according to professional discipline procedures governing other recognized professions.

Description: The proposal provides that determinations with respect to the professional misconduct of educators shall be made by a disciplinary panel of a proposed State Board for Teaching (or the Teacher Edu-

cation, Certification and Practice Board in the absence of the State Board for Teaching) composed of four certified members and a public member. Definitions of professional misconduct are those defined for the professions licensed by the State under Education Law section 6509. A range of penalties would apply to teaching as for the licensed professions as defined in Education Law section 6511. Procedures concerning charges of professional misconduct are those that apply to the licensed professions as defined in Education Law section 6510.

Outcomes: The result of this proposal would be a professional discipline system that is more responsive to professional misconduct which is less severe than gross incompetence. The proposed system would add integrity to the teaching profession because of the controls it would impose, because of the involvement of teachers and administrators, and because it is a system used by other highly respected professions.

Costs: A State appropriation of $139,000 is expected to cover costs for this proposal. This proposal would serve the State's approximately 185,000 public school teachers.

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